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American Literature I

Charles Stephens Jr.
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**Spring Creek Campus
Fall 2018 Semester**

Course Number: ENGL 2327

Course Title: American Literature I

Instructor's Information:

Instructor's Name: Mr. Charles A. Stephens Jr.

Office Number: L215

Office Hours: By appointment only, TR

Phone number: 972-881-5756

Email: castephens@collin.edu

Class Information:

Section Number: CM1

Meeting Times: TR 12:05-1:25 pm

Meeting Location: TBA

Minimum Technology:

You must have access to a computer and the internet, as all handouts and notes are available online in Canvas, and all assignments will be submitted in Canvas.

Netiquette:

This is a classroom, so please be polite and courteous in any online discussions and/or conversations. All online interactions between students and the instructor must utilize Canvas and/or Collin email. Check Canvas for everything class related, including grades, calendar, readings, assignment handouts, and anything else related to our shared classroom environment.

Document Uploads:

All papers turned in on Canvas in this class *must* be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file *only*. I cannot open any other files including those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Course Content Warning:

It should go without saying, but let me be clear: *All classroom discussions and the content of your papers should uphold the highest respect for individuals*. You can make a good argument without degrading or insulting. You **will** probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

Course Description:

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Course Credit Hours: 3

Lecture Hours: 3

Prerequisite:

Engl 1302 or Engl 2311

Course Resources:

Belasco, Susan, and Linck Johnson. *The Bedford Anthology of American Literature*, 2nd ed. ISBN: 978-0-312-67868-5.

Supplies: Notebook, pens, pencils, highlighters, USB “flash” drive (in order to save work), and access to an internet ready PC

Student Learning Outcomes:

State Mandated Outcomes: Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Social Responsibility)
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Critical Thinking and Communication Skills)

Additional Collin Outcome: Upon successful completion of this course, students should be able to do the following:

6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Attendance Policy:

Missing class is bad. Please try not to do it. If you miss class for a legitimate reason, upon request I will try to make arrangements for you to make up important graded work you missed. But be aware there is no guarantee you will be allowed to make up all types of missed work; group work, for instance, is impossible to make up, as are quizzes. Students should check with fellow students for any notes or commentary regarding class discussions, and check Canvas for any powerpoints or handouts. I cannot and will not attempt to summarize everything we discussed while you were gone. If you have 7 or more absences, you will fail the course, regardless of your numerical grade.

Contacting Me:

I really hate email. Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read your textbook. If you cannot find the answer to your question after trying all of these means, then please feel free to message me in Canvas (if for some reason you are having trouble accessing Canvas, then email me, but my preference is Canvas messaging, as it automatically organizes student emails by class). Here are some Canvas message/email questions I will absolutely ignore (as the answers are here/in your textbook/on Canvas/in my announcements/in your notes):

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

When you message/email me:

Send messages/emails with clear subjects and appropriate signatures for identification purposes; responses to messages/emails should be expected within 24 hours during weekdays; messages/emails will rarely

receive responses on weekends. I will only respond to messages/emails sent *through Canvas*.

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. "Grade on Essay 2"]

Greeting: Dear/Hello Professor Stephens:

Content: I wanted to ask/tell you.... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. [Write your full name and class section]

Plagiarism Policy:

Don't cheat. Don't plagiarize. Don't collude. All work you turn in should be your own work. Any sources quoted, referenced, or utilized in any manner should be properly cited. If you cheat, plagiarize, or collude in this class, you will receive a zero for the assignment, with no chance to make up the work, and the infraction will be reported to the Dean of Students' office for further investigation and possible penalization.

Withdrawal Policy:

"See the current Collin Registration Guide for the last day to withdraw."

Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official transcript. You may now drop online up to the census date.

Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the Fall 2018 Registration guide or contact the admissions office for information on how to withdraw.

Course Repeat Policy:

Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Registration Guide for more information.

Americans with Disabilities Act:

Collin College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Collin College Academic Policies:

7-2.2 Scholastic Dishonesty (from the 2016-2017 Student Handbook)

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or other electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e. recycling an assignment) for more than one (1) class or institution without permission from each of the professors; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

Method of Evaluation:

There will be a total of 1000 points in the class. At the end of the semester, your grade will break down in the following way: 1000-900 points = A; 899-800 points = B; 799-700 = C; 699-600 = D; 599 or less = F. Late work, if allowed (see quizzes and in-class work below), will be accepted up to one week after the due date at a penalty of 5 points off for each day the work is late.

Course Requirements:

Quizzes and In-Class Work will be worth 10 points each, and the 20 highest scores (out of approximately 23-25) will count toward your final grade. Collectively, the quizzes and in class work will be worth 200 points. You should expect a quiz or in-class activity each day, sometimes more than one, for a total of approximately 23-28 over the course of the semester. These activities will not be announced ahead of time, so make sure you have done the reading for the day so that you will be prepared.

Quizzes and In-Class Work cannot be made up if missed. They are basically participation grades, and if you are not present, you cannot participate. You must be present for the entire class to get credit for a quiz or in-class activity. **Total point value for all quizzes and in-class work: 200 points.**

Two Creative Style Essays will be assigned, worth 50 points each. You will be asked to pick a work from our reading and write something similar in style, language, and intent. **Total point value for all CS Essays: 100 points.**

Group Presentations will be given once during the course of the semester. Groups should include 2-4 students. Your group will need to choose a topic related to our class that has not been discussed in class (to be submitted and approved ahead of time) and develop a 10-12 minute presentation on that topic. Presentations that are too short, too long, disorganized, or poorly-prepared will be severely penalized. No two groups will present on the same topic, so the sooner you submit your topic for approval, the more likely you'll be to get the topic you really want. Group members must be present during all group presentations to get full credit for their group's presentation. You cannot read your presentation directly

from note cards or a sheet of paper, but you may have an outline of key words and/or bullet points on a note card to help you organize your thoughts. You should also use some kind of a visual aid in your presentation (PowerPoint, up to 60 second video clip, photographs, charts, etc.). In addition to the presentation, your group will also need to submit the following: 1) an MLA Works Cited page that lists only appropriate sources; 2) note cards for each group member who speaks, containing an outline of each individual's part of the presentation; 3) a paragraph from each group member in which he/she explains his/her and his/her group members' roles in the group's presentation. Most preparation for this presentation will be outside of class. **Group presentations will be worth 100 points.**

Two Essays will be assigned, worth 100 points each. The Essays should be 3-5 pages long and should deal with an assigned question thoroughly and thoughtfully. Essays should include at least 4 short quotations from the readings, all properly cited using MLA documentation. You will also quote 1-2 appropriate outside sources, but the thesis and main points must be your own ideas. All Essays will be submitted via Canvas by 11:59 pm on the due date. Essays that do not fulfill the required length, that don't include correct in-text and Works Cited citations, or that don't include the required number of quotations from assigned literature and appropriate scholarly sources may not receive a passing grade. **Total point value for all essays: 200 points.**

Exams will be held three times during the semester. Exams 1 and 2 will be worth 100 points each, and Exam 3 will be worth 200 points, and may contain a comprehensive element. **Total point value for all exams: 400 points.**

MLA Format Expected for All Work:

We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs ([Purdue OWL MLA](#) is a great place), YouTube, and/or the Collin College Writing Center for help. "I did not know" will not fly in this class.

The basics: One-inch margins, 12 point Times New Roman font, double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts. No title pages. No extra spacing after/before paragraphs or sentences.

Extra Credit:

At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

Tentative Course Calendar: This course calendar is for proposed due dates of major assignments, exam dates, projects, etc. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will let you know on Canvas.

Week 1

Aug. 28: Introduction to the Course
Why Study Literature?

Aug. 30: Literature of Exploration and Colonization

Read:

Thomas Harriot, from "A Brief and True Report of the New Found Land of Virginia"
(<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1020&context=etas>)
Pontiac, "Speech at Detroit" (989-991, Norton A);
Tecumseh, "Speech to the Osages" (994-996, Norton A)

Week 2

Sept. 4: Discussion

Sept. 6: **Read:**

John Smith (110-113, Norton A)
from "A Description of New England" (122-125, Norton A);
Richard Frethorne, "Letter to His Father and Mother"
(<http://www.indiana.edu/~kdhist/H105-documents-web/week03/Frethorne1623.html>)

Week 3

Sept. 11 Introduction to Puritanism
William Bradford, from Of Plymouth Plantation (129-149, Norton A)

Sept. 13: **Read:**

Anne Bradstreet (217-219, Norton A)
"The Prologue" (219, Norton A)
"The Author to Her Book" (236, Norton A)
"Before the Birth of One of Her Children" (236, Norton A)
"To My Dear and Loving Husband" (237, Norton A)
"In Memory of My Dear Grandchild Elizabeth Bradstreet..." (241, Norton A)
"Here Follows Some Verses upon the Burning of Our House..." (243, Norton A)

Week 4

Sept. 18: **Read:**
Mary Rowlandson, from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (267-301, Norton A)

Sept. 20: Introduction to the 18th Century

Exam #1: Colonial Literature due in Canvas by 11:59 pm

Read:

Thomas Jefferson (702-704, Norton A)
from The Autobiography of Thomas Jefferson (The Declaration of Independence) (704-711, Norton A)
from Notes on the State of Virginia (711-717, Norton A)

Week 5

Sept. 25: **Read:**
Benjamin Franklin (439-442, Norton A)
"Remarks Concerning the Savages of North America" (462-466, Norton A)

Sept. 27: **Read:**

J. Hector St. John de Crevecoeur (634-636, Norton A)
from Letters from an American Farmer, "Letter IX. Description of Charles-Town;
Thoughts on Slavery; on Physical Evil; A Melancholy Scene" (645-650, Norton A);

Week 6

Oct. 2:

Read:

Phillis Wheatley (787-789, Norton A)
"On Being Brought from Africa to America" (789, Norton A)
"To the University of Cambridge, in New England" (790, Norton A)
CS Essay #1 due in Canvas by 11:59 pm

Oct. 4:

Read:

Susanna Rowson, Charlotte Temple, Preface and Chapters I-VIII (5-36)
<http://www.gutenberg.org/files/171/171-h/171-h.htm>

Week 7

Oct. 9:

Discussion

Oct 11:

Read:

Susanna Rowson, Charlotte Temple, Chapters IX-XVII (36-62)

Week 8

Oct. 16:

Read:

Susanna Rowson, Chapters XVIII-XXVI (65-94)

Oct. 18:

Read:

Susanna Rowson, Chapters XXVII-XXXV (Conclusion) (94-120)

Week 9

Oct. 23:

Introduction to American Romanticism

Exam #2: 18th Century Literature due in Canvas by 11:59 pm

Read:

Sojourner Truth, "Speech to the Women's Rights Convention..." (786-787, Norton B)

Oct. 25:

Read:

Washington Irving (25-27, Norton B)
"The Author's Account of Himself" (27-29, Norton B)
"Rip Van Winkle" (29-41, Norton B)
"The Legend of Sleepy Hollow" (41-62, Norton B)
Essay #1 due in Canvas by 11:59 pm

Week 10

Oct. 30:

Read:

Nathaniel Hawthorne (328-332, Norton B)
"Young Goodman Brown" (345-355, Norton B)

Nov. 1:

Read:

"The Birth-Mark" (377-389, Norton B);
"The Minister's Black Veil" (368-377, Norton B)

Week 11

Nov. 6:

Read:

Edgar Allan Poe (604-608, Norton B)
"The Fall of the House of Usher" (629-642, Norton B)

Nov. 8:

Read:

“The Tell-Tale Heart” (666-670, Norton B)
“The Black Cat” (670-676, Norton B)

Week 12

Nov. 13:

Read:

Ralph Waldo Emerson (178-181, Norton B)
Self-Reliance (236-253, Norton B)

Nov. 15:

Read:

Henry David Thoreau (950-952, Norton B)
Resistance to Civil Government (953-969, Norton B)
CS Essay #2 due in Canvas by 11:59 pm

Week 13

Nov. 20:

Discussion

Nov. 22:

Thanksgiving Break. No class.

Week 14

Nov. 27:

Read:

Harriet Jacobs (909-910, Norton B)
Incidents in the Life of a Slave Girl, Preface, Introduction, Chapters I-X
<http://www.gutenberg.org/cache/epub/11030/pg11030-images.html>

Nov. 29:

Read:

Incidents in the Life of a Slave Girl, Chapters XI-XXV
Essay #2 due in Canvas by 11:59 pm

Week 15

Dec. 4:

Read:

Incidents in the Life of a Slave Girl, Chapters XXVI-XLI, Appendix

Dec. 6:

Read:

Walt Whitman (1294-1297, Norton B)
“Crossing Brooklyn Ferry” (1364-1368, Norton B);
“When Lilacs Last in the Dooryard Bloom’d” (1382-1388, Norton B)

Week 16

Dec. 11:

Group Presentations

Exam #3 due in Canvas by 11:59 pm